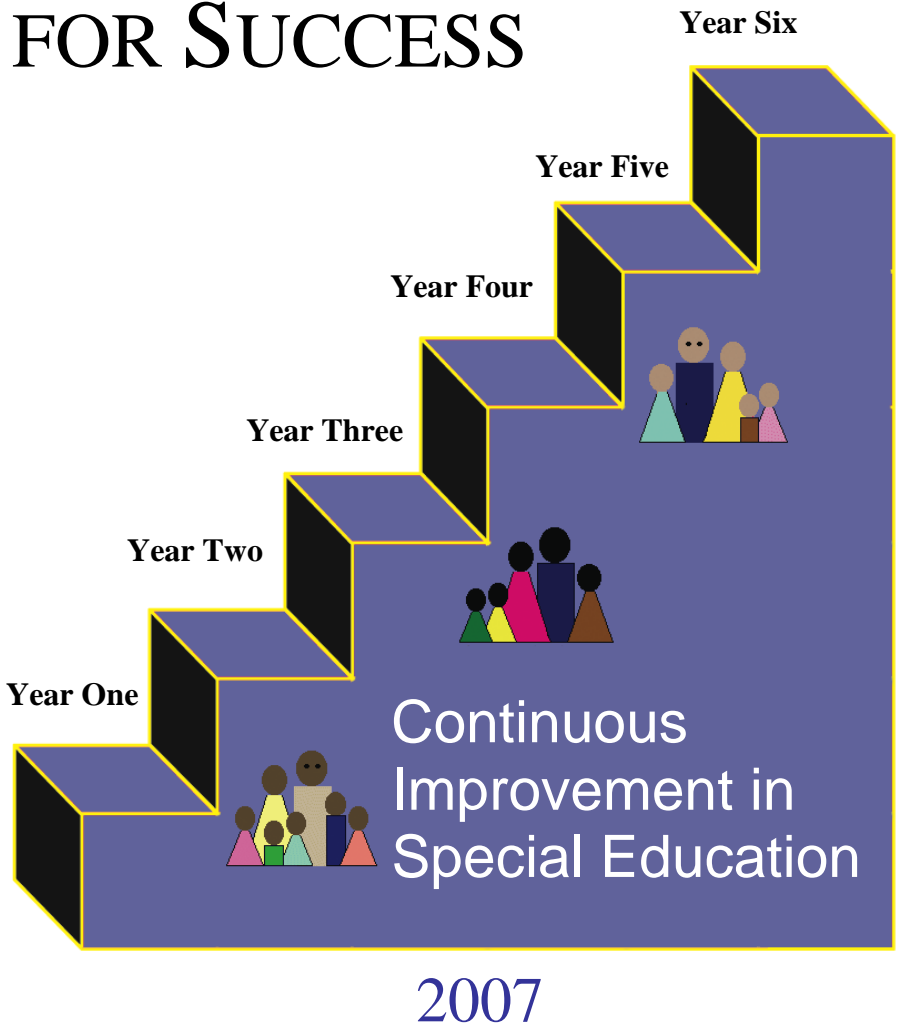
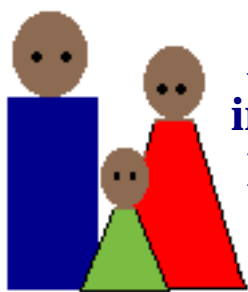


Special Education Advisory Panel
Involvement in the State Performance
Plan (SPP) and Annual Performance
Report (APR)
Part B

20 INDICATORS FOR SUCCESS





Advisory Panel Involvement in the State Performance Plan (SPP) and Annual Performance Report (APR)—Part B

The Individuals with Disabilities Education Act (IDEA 2004) is the latest revision to federal special education law. A new IDEA requirement for the State Education Agency (SEA) is called the State Performance Plan (SPP). Each State was required to develop and submit an SPP by December 2005. The SPP provides a strategic framework for the State to improve certain areas of special education that should improve services to student with disabilities.

The SPP/APR is an exciting new addition to the law that should enhance meaningful Special Education Advisory Panel involvement in improving services and outcomes for students with disabilities. The purpose for this brochure is to provide panel members general information about the SPP/APR and the possible involvement of the special education advisory panel.

The SPP is made up of 20 indicators for which States need to collect data to determine their level of performance, set targets for improvement, and develop improvement strategies to improve State performance for students with disabilities. Data is

collected from school districts, and each year, the State submits an Annual Performance Report (APR) that reports progress to the U.S. Department of Education on the 20 indicators. The first APR was submitted to OSEP in February 2007.

SPP=State Performance Plan

APR=Annual Performance Report

Think of the SPP as the State's IEP and the APR as the annual review of the SPP. The SPP is a six-year IEP for the State that improves accountability in special education and improves outcomes for students with disabilities.

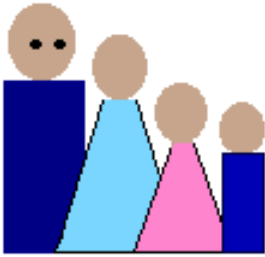
IEP=Student Plan for Improvement

SPP=State Plan for Improvement

Annual Review=Annual review of IEP

APR=Annual Review of SPP

The U.S. Department of Education requests States get broad public input on the development and implementation of the SPP. It is critical to have the panel's perspective and experiences reflected in the SPP. What follows is a listing of each indicator and possible panel involvement in the SPP process.



Summary of 20 Performance Indicators in the SPP/APR

FAPE/LRE

Indicator 1 — Improving graduation rates for students with disabilities

Indicator 2 — Decreasing dropout rates for students with disabilities

Indicator 3 — Ensuring all students with disabilities participate in statewide or alternate assessments

Indicator 4 — Reducing suspension and expulsion rates for students with disabilities

Indicator 5 — Providing services for students with disabilities in the least restrictive environment

Indicator 6 — Providing preschool children with disabilities services in the least restrictive environment

Indicator 7 — Improving cognitive and social outcomes for preschool children with disabilities

Indicator 8 — Improving parent involvement in their child's special education program

Disproportionality

Indicator 9 — Reducing disproportionality of cultural groups in special education

Indicator 10 — Reducing the number of students from other cultures in certain disability categories

General Supervision

Indicator 11 — Improving efforts to locate and serve students, with disabilities

Indicator 12 — Ensuring a smoother transition from preschool programs to school-based programs

Indicator 13 — Improving transition services for students with disabilities at the secondary level, i.e., 16+ years

Indicator 14 — Improving the outcomes for students moving from secondary to postsecondary activities

Indicator 15 — Making sure school districts correct noncompliance areas in the special education program

Indicator 16 — Ensuring complaints filed by parents and other agencies are completed in a 60-day period

Indicator 17 — Ensuring due process hearings are completed in a 45-day period

Indicator 18 — Increasing the use of resolution sessions to resolve due process hearings

Indicator 19 — Increasing the use of mediation to resolve differences with the school

Indicator 20 — Making sure the data used by the State is valid, reliable, and accurate



Possible Panel SPP/APR Involvement Strategies

- ◆ Gain an understanding of the SPP/APR.
- ◆ Be involved in the development and implantation of the SPP/APR.
- ◆ Request that the State Special Education Director provide an update on the SPP/APR at each panel meeting.
- ◆ Serve on school and/or State-level committees or task forces that are addressing SPP indicators.
- ◆ Allow public comment at the State special education advisory panel meetings regarding the SPP/APR.

- ◆ Collaborate with the Part C Interagency Coordinating Council (ICC) on shared indicators.
- ◆ Encourage the SEA to involve the Parent Training Information Center (PTI) on relevant improvement strategies.
- ◆ Visit the State department of education website to see how the State is doing on SPP indicators.
- ◆ Complete and send in the parent survey that addresses Indicator 9 on parent involvement.
- ◆ Suggest and advise the SEA on improvement strategies if slippage occurs.
- ◆ Understand the State's level of determination based on the APR data.
- ◆ Use SPP/APR data to establish panel priorities.

For more information on the State Performance Plan and how you can become involved, contact your local school district or the following:

State Office of Education

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